



**Faculty of Cognitive Sciences and Human Development**

**THE INFLUENCE OF SELF-EFFICACY, TRAINING MOTIVATION  
AND TRAINING RETENTION ON TRANSFER OF TRAINING**

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**THE INFLUENCE OF SELF-EFFICACY, TRAINING MOTIVATION AND  
TRAINING RETENTION ON TRANSFER OF TRAINING**

INTAN FATMA ZUHRAH BT MOHAMED RADZUAN

This project is submitted in partial fulfilment of the requirements for a  
Bachelor of Science with Honours  
Human Resource Development

Faculty of Cognitive Sciences and Human Development  
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2010

The project entitled 'The Influence of Self-efficacy, Training Motivation and Training Retention on Transfer of Training' was prepared by Intan Fatma Zuhrah Binti Mohamed Radzuan and submitted to the Faculty of Cognitive Sciences and Human Development in partial fulfillment of the requirements for a Bachelor of Science with Honours (Human Resource Development).

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## **ABSTRACT**

### **THE INFLUENCE OF SELF-EFFICACY, TRAINING MOTIVATION AND TRAINING RETENTION ON TRANSFER OF TRAINING**

**Intan Fatma Zuhrah Bt Mohamed Radzuan**

This study is aimed to identify the relationship between self-efficacy, training motivation and training retention on transfer of training. These three terms had been recognized to have the potential to influence the transfer of training. Previous research indicates that self-efficacy; training motivation and training retention could affect the transfer of training. The research has been conducted at single point based on the perception of employees in Jabatan Kerja Raya in Kuching Sarawak. Closed ended questionnaires with five likert scale were used as the research instrument in this study. The data was collected based on 67 respondents in this organization. Before conducting the actual study, the researcher has conducted Pilot Test among the staffs in Lembaga Tabung Haji, Kuching Sarawak. The purpose of this test was to determine the reliability and validity of research questions. The actual survey was analyzed by using Statistical for Social Science, SPP version 16.0 as data collection procedure. The data analysis was divided into two, which is descriptive analysis and inferential analysis. Descriptive analysis was used to determine the demographic data and psychometric analysis. For inferential analysis, Pearson Correlation was used to test the relationship between variables. The final results can be concluded that there is a significant relationship between independent variables and dependent variable. Hence, the entire hypotheses were accepted: there is a significant relationship between self-efficacy, training motivation and training retention on transfer of training. Thus, the objective of this study has been achieved. Therefore, this result suggest that, in order to enhance the transfer of training, organization should consider trainees characteristics carefully that gives trainees to reinforce their belief and interest to learn.

## **ABSTRAK**

### **PENGARUH SELF-EFFICACY, MOTIVASI LATIHAN DAN PENGEKALAN LATIHAN TERHADAP PEMINDAHAN LATIHAN**

*Intan Fatma Zuhrah Mohamed Radzuan*

*Kajian ini bertujuan untuk mengenalpasti hubungan antara keberkesanan diri, latihan motivasi dan pengekal latihan terhadap pemindahan latihan. Ketiga-tiga istilah ini telah diakui mempunyai potensi untuk mempengaruhi pemindahan latihan. Kajian sebelumnya menunjukkan bahawa keberkesanan diri, latihan motivasi dan pengekal latihan boleh mempengaruhi pemindahan latihan. Kajian telah dilakukan berdasarkan persepsi pekerja di Jabatan Kerja Raya di Kuching Sarawak. Borang kajian soal selidik dengan skala likert lima digunakan sebagai instrumen kajian dalam penyelidikan ini. Data dikumpulkan berdasarkan 67 responden dalam organisasi ini. Sebelum melakukan kajian yang sebenarnya, penyelidik telah melakukan ujian 'Pilot' antara kakitangan di Lembaga Tabung Haji, Kuching Sarawak. Tujuan utama ujian ini adalah untuk menentukan kebolehpercayaan dan kesahan soalan-soalan kajian. Kajian sebenar dianalisis dengan menggunakan Statistik untuk Sains Sosial, SPP versi 16,0 sebagai prosedur pengumpulan data. Analisis data dibahagikan kepada dua, iaitu analisis deskriptif dan analisis inferensial. Analisis deskriptif digunakan untuk menentukan data demografi dan analisis psikometrik. Untuk analisis inferensial, Korelasi Pearson digunakan untuk menguji hubungan antara pembolehubah. Hasil akhir kajian dapat disimpulkan bahawa terdapat perhubungan yang signifikan antara pembolehubah bersandar dan pembolehubah tidak bersandar. Oleh itu, semua hipotesis diterima: terdapat perhubungan yang signifikan antara keberkesanan diri, latihan motivasi dan pengekal latihan terhadap pemindahan latihan. Oleh demikian, objektif kajian ini telah dicapai. Keputusan ini menunjukkan bahawa, dalam rangka meningkatkan pemindahan latihan, organisasi harus mempertimbangkan ciri-ciri pelatih dengan menguatkan keyakinan dan minat mereka untuk belajar.*



## **CHAPTER 1**

### **INTRODUCTION**

#### **1.0 Introduction**

This study was conducted to verify particular issue of direct effect relationship between employee self-efficacy, training motivation and training retention on transfer of training. The researcher was interested to investigate and explored the study through the further reading of literature review. The study consists of eight sections which will further explain about the factor and relationship. It is also presents the backgrounds of the study, problem statement, research objective, conceptual framework, research hypothesis, definition of terms, significant of the study and the limitation of the study.

#### **1.1 Introduction of the study**

In today's fast speed changing technology, the organization environment becomes more complex and sophisticated. The essential of training and development has become more crucial to assist the employees to gain necessary knowledge and

skills needed to adapt with the challenges (Goldstein & Gilliam, 1990; Roscow & Zager, 1988). In today's uncertainty environment, it is clear that an individual must be able to adapt with the changes since changing technology continue to alter the nature of work task requiring them to learn new learning (Tai, 2003). Throughout the training, people tend to enhance the skills and knowledge in order to perform the task effectively. It is seen as one of several possible solutions to improve the performance.

However, Werner and DeSimone (2009) pointed out that the training and development is essential for several reasons which include the increasing of workforce diversity, competing in global economy, eliminating the skills gap, the need for lifelong learning and facilitating ethical dilemmas. According to Noe (2008), he stated that companies who are experiencing the great change due to this reasons or any factor that impacting the organization, have to take steps to attract, retain, and motivate their workforce. That is, training practices have aided the company to grow the business and improve customer services by providing employees with the knowledge and skills they need to be successful (pg. 3). HRD professional is responsible to ensure workers are poses the required skills and knowledge to perform the task. They also need to encourage the workers to involve in the training and development program to enhance their KSAs. The creative, innovative and versatile workers are needed since the environment has become more competitive.

In this context, training is perceived as not a luxury; it is a necessity if organizations want to participate in the global and electronic marketplaces by offering high quality products and services. That is, training provides employees a preparation to use new technologies, function in new work systems which required them to be able to communicate and cooperate with others effectively (Noe, 2008). They are able to transfer the skills and knowledge gain in training into their workplace. Therefore, organization can be able to gain the competitiveness in the industry.



## **1.2 Background of the study**

Training program has been introduced as one of the organization effective strategy to improve and enhance employees' skills, knowledge and attitudes (Rowarld, 2007), encourage activities (Vemic, 2007) and transforming learning into individual performance (Holton, 1996). In today's uncertainty environment it is clear that an individual must be able to adapt with the changes since changing technology continue to alter the nature of work task requiring them to learn new learning (Tai, 2003).

Moreover, it is also essential for career development among employees. Recognizing such desired outcomes of training, many organizations have invested to provide their employees with the training opportunity (Yanmill & McLean, 2001). Scene training and development is an expensive investment for organization, the notion return on investment is depending on training occurring (Gramberg & Baharim, 2005). Transfer of training play a vital role to determine the effectiveness of the training program, therefore the organization can reap benefits from its investment (Nijman, 2006). The greater focus on transfer of training, it could value in positive outcomes of employees and organizational performance. As transfer of training is concern, the indicators factors that could affect should be considered to contribute for learning maximization. In many years, a lot of studies on the level of transfer of training have been conducted by different researchers. That is, include the levels of individual factors, training design and work environment (Baldwin & Ford, 1988).

Self efficacy is individual factor which has long been studied by psychology, (e.g, Bandura 1986, 1997). It has offered a reasonably comprehensive framework for understanding, predicting and changing human behavior (Schwoerer et al., 2005). It is also viewed as a state of self regulation according to which individuals develop self-disciplined behavior and seek to improve employee's performance (Bandura, 1986).



Recent study has reviewed that self-efficacy could affect the trainee's training effectiveness (Tai, 2003; Machin & Fogarty, 2004; Schwoerer et al., 2005; Quinnoes, 1995). From a training perspective, it is closely related to trainee's make judgment of their capabilities in order to perform successfully in training (Guthrie & Schwoerer, 1994). It is stated that trainees who has high confidence in their capabilities to learn the training content of training is more likely to have high confidence in their capability to apply new gain competency on the job after attending the training (Al-Eisa, Furayyan & Alhemoud, 2009).

The study of motivation has been recognized by the psychologist in the early 1960s which was closely related to the individual behavior. Previous study of this area found that people were more likely to generate motivation for different aspects either intrinsic or extrinsic. Contemporary, motivation is perceived an important in learning contexts in organization. It is identified as key determinant of training effectiveness (Tsai & Tai, 2003; Yi & Davis, 2003). Ismail and Bongogoh (2007) stated that employees will generate positive outcomes of performance if they have motivation to learn. Foxon (1993) pointed that motivation to learn has an effect on both learning and intention to transfer.

In addition, training retention also has become more important in the context of organization. The ability of worker to retain his or her knowledge contents during the training activities contributing them to remain the training content over time in the workplace. According to Velada et al (2007), also suggest that when trainees retain training content, they are more likely to perceive that they have transferred the training to the work context. Thus, it shows that there were relationships between the variables.

### 1.3 Problem statement

Training and development is not a new concept to support organization operation, but a continuous policy to enhance employees' competency and develop career progress through continuous learning.

The self-concept has emerged as an important component of organizational paradigms (Medina & Jaca, 2005). Understanding of this aspect can lead to better organization management. Some organizational studies have found a positive relation between self-efficacy and performance, while recent research conducted by Al-Eisa, Furayyan & Alhemoud, (2009) determines that general self-efficacy as individual-level factor is the prerequisite for training transfer. Through review of this study reveals that self efficacy is correlated on training transfer (Machin & Fogarty, 2004; Schwoerer et al., 2005; Quinnoes, 1995). In addition, as stated in Velada et al (2007), self-efficacy has been found to strongly relate to both learning (Gist *et al.*, 1991; Mathieu *et al.*, 1992; Quinones, 1995) and transfer of training (e.g. Ford *et al.*, 1998). Additionally, some studies (e.g. Ford *et al.*, 1998) have indicated that trainees with higher self-efficacy are more likely to transfer the training to the job. Thus little is known about how self-efficacy influence transfer of training (Al-Eisa, Furayyan & Alhemoud, (2009). This motivates the researcher to investigate the relationship between variables..

Motivation is perceived as important in learning contexts in organization. Previous study indicated that motivation is affected by others factors in determining the success of activities in workplace (Chiaburu & Tekleab, 2005; Ismail & Bongogoh, 2007; Tai, 2003). A thorough review of related study found that training motivation is significantly influencing the transfer of training and lead to exhibit the effectiveness of training (Chiaburu & Tekleab, 2005; Alawneh, 2008; Yanmill & McLean, 2001). The study also stated that motivation to learn is the core factors to influence the transfer of training compared to others factors (Alawneh, 2008). Thus,



as the most strength factors in this relationship, the researcher is interested to investigate the variable in different demographic.

Baldwin and Ford (1988) argued that learning retention outcomes are directly associated with the generalization and maintenance of training effects on the job. As stated in Velada et al (2007), they argued that in order for trained skills to be transferred, they first must be learned and retained. Nevertheless, previous model in this related field did not considered the affect of training retention as factor influencing the transfer of training. It is supported by the current study in research implemented by Velada et al (2007), which stated that even it is unable to find any previous research empirically that demonstrating this relationship, he believe it is an important aspect in the transfer of training process. It is clearly show that training retention considered overlook in this context. Therefore, researcher is very interested to investigate the relationship as a new dimension in training transfer process.

In the context of theory, the theoretical model proposed by (e.g. Baldwin & Ford, 1988; Holton, 1996, 2005; Kavanagh, 1998) factor affecting transfer of training has long been proposed but only a few empirical studies has been carried out to provide evidence for the theory (Velada et al, 2007). The investigation also carried out at the developmental country and specifically to the western country and lack of empirical research investigated at Malaysia (Gramberg & Baharim, 2007). Thus, different perspectives from different country and demographic should be taken into account to ensure the existing theories could be generalized. In the contexts of Malaysia, the investigation of training transfer has less emphasized. As Malaysia and other development country is differed from its culture, value and norms, it is important to do a research to see the differences. Thus, this gap has attract the researcher to conduct the research in this field at different demographic and country, which is in Malaysia. Therefore, the exiting theory can be generalized because wider demographic has been taken into account.



Researcher chose one of the three factors that affect the training transfer to investigate the relationship between variable which is individual factor or trainee characteristic. Several independent variables such as self-efficacy, training motivation and training retention as discussed above have been used for this research.

#### **1.4 Objectives of the study**

This study, researcher expressed what he or she want to achieved throughout this study. The objective of this study is divided into two categories, which are general objectives and specific objectives. General objectives will explained the main purpose of this study in general while specific objective explained about the elements of the general objectives used in this study.

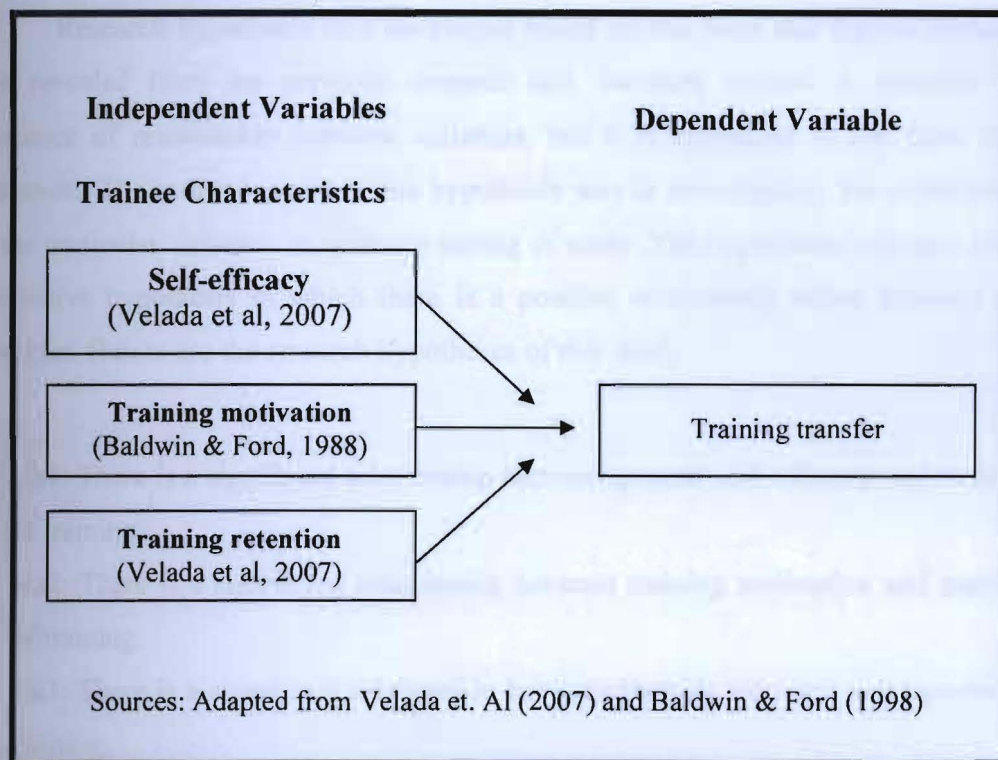
##### **1.4.1 General objective**

To examine the relationship between trainees' characteristics and transfer of training.

##### **1.4.2 Specific objectives**

- To investigate the direct relationship between general self-efficacy and transfer of training.
- To investigate the direct relationship between training motivation and transfer of training.
- To investigate the direct relationship between training retention and transfer of training.

## 1.5 Conceptual framework



**Figure 1.1: Research framework.**

The conceptual framework of this study is shown in **Figure 1.1**. The purpose of this study is to investigate the relationship between the independent variables and dependent variable of individual characteristics. Velada et al (2007); Baldwin and Ford (1998) conceptualization of the relationships between these variable have been partially adapted. The framework highlights on how the ability of employees generate their and self-efficacy, motivation and retain the training content in order to master the training program as well as could lead to improve the intention to transfer (Al-Eisa, Furayyam & Alhemoud, 2009) and individual performance in the job (Gramberg & Baharim, 2005). Thus, it will contribute to the training effectiveness and positive outcomes of employees' competency. Further explanations of the variables are discussed briefly in the Chapter 2 (Literature review) page 17.



## 1.6 Research hypothesis

Research hypothesis was developed based on the facts and figures research that revealed from the previous research and literature review. It assumes the existence of relationship between variables, but it is expressed in the form of a statement. The researcher stated this hypothesis was to investigating the relationship of the particular variables in different setting of study. The hypothesis indicates as an alternative hypothesis in which there is a positive relationship exists between the variables. Below are the research hypotheses of this study.

Ha1: There is a significant relationship between general self-efficacy and transfer of training.

Ha2: There is a significant relationship between training motivation and transfer of training.

Ha3: There is a significant relationship between training retention and transfer of training.

**Ha1: There is a significant relationship between general self-efficacy and transfer of training.**

This hypothesis is consistent with the previous research conducted by Velada et al (2007) and Al-Eisa, Furayyam & Alhemoud (2009). Below are esult showed that the greater degree of trainee's self efficacy, the more positive trainee's intention will be towards transfer initiation and hence the greater the like hood of training transfer to facilitate training transfer. It is also consistent with the notion of theory proposed by Ford et al. (1998) which indicate that trainees with higher self-efficacy are more likely to transfer the training to the job.



**Ha2: There is a significant relationship between training motivation and transfer of training.**

This hypothesis is consistent with the previous research conducted by Switzer, Nagy & Mullins (2005); Tai (2006) and Lian (2008). The result showed that trainee's who posse higher training motivation will demonstrate positive attitudes to transfer on the job. It is also consistent with the notion of the expectancy by Vroom; goal setting and need theory which indicate that individuals will be more motivated to transfer training content if they perceived that their effort will lead to rewards the outcomes value. Thus, trainee who perceived training could contribute to the job and career utility were more motivated to master the training content.

**Ha3: There is a significant relationship between training retention and transfer of training.**

Training retention is consistent with the previous study implemented by Velada et al (2007) which indicate that training retention was significantly related to transfer of training. When trainees believe in their capabilities to transfer learning and when they retain training content, they are more likely to perceive that they have transferred the training to the workplace.

### **1.7 Definition of terms**

Definition of terms is the explanation about the definition and meaning of each variables used in this study. It is categorized into two, which is conceptual definition and operational definition. Conceptual definition described the particular concepts in which the definitions are made based on the literature review and further reading. While operational definition refers to the terms of variables used in this study that can be measured.

### **1.7.1 Self-efficacy**

#### *Conceptual definition*

Bandura (1987) defined self-efficacy as “people judgment of their capabilities to organize and execute courses of action required to attain designated types of performances”. It concerned not on the skills one has but also the judgments of what one can do with whatever skills one posse (Werner & De Simone, 2006).

#### *Operational definition*

In this study, self-efficacy is referred to trainee’s general belief to improve their performance if they want to achieve self progression. They tend to be more confidence and in attaining a given level of performance and able to face any situation that can avoid them to learn in training.

### **1.7.2 Training motivation**

#### *Conceptual definition*

Training motivation is described as trainee’s specific desire to learn the content of training program (Noe, 1986; Noe & Schmitt, 1986). It is also defined as the process of arousing, directing and maintaining a behavior towards a goal (arousal), has to do with the drive energy behind our action (direction), involves the choice of behavior made (maintenance), has to do with peoples’s persistence, their willingness to exert effort until a goal is achieved. (Greenberg, 1996)

#### *Operational definition*

In this study, training motivation specifically about the trainee’s desired and willingness to extent the training content that they could apply in their job. It also include whether they believed that training could enhance their KSAs and job performance and their perception of capacity to reach their career goal faster and obtain better returns.



### **1.7.3 Training retention**

#### *Conceptual definition*

It refers to the training retention is the degree to which trainees retain the content after training is completed (Velada et al, 2007).

#### *Operational definition*

In this study, training retention focused on trainee ability to remain his or her training content through memorizing the main topic and thought again what have they learn in training.

### **1.7.4 Training transfer**

#### *Conceptual definition*

The degree to which trainees apply the knowledge, skills and attitudes gained in training to the jobs (Wexley & Latham, 1991). The trainees are effectively and continually transfer their competency which learned in training in positive way to the actual workplace (Noe, 2008).

#### *Operational definition*

In this study, it refers to the ability of the trainee to apply the competencies that have learned in training program to their job environment. The competencies are valued as positives outcomes.

### **1.8 Significant of the study**

The significant of this study can be classified into three part of contribution which is theoretical, the robustness of research methodology and practical contribution. These contributions can help the academician and practitioner to